**Course-Embedded Assignment Reflection**

**EDLD-5365-Web Design**

**Performance Task:**

1. *Using the Web-based word processor in Google Docs, create a Web policy for your school that addresses the security, legal, and ethical issues raised in the course lecture, readings and discussions.*

**Reflection of Performance Task:**

**Self-Assessment**

Completing this assignment taught me how to use Google Docs, an excellent Web 2.0 tool. I also learned a great deal about my school’s website and ways to improve it. I did not have much prior knowledge about web policies, but I did have some knowledge of our district AUP. The combination of the old knowledge with the new knowledge helped me create concepts that I could incorporate into a new web policy for my school. I discovered that Google Docs was very user friendly as I used it in this assignment. According to Gwen Solomon and Lynne Schrum, authors of *Web 2.0 New Tools, New Schools,* “Open-Source Software solutions are frequently selected for reasons driven by budgets. Perhaps more important in looking at end-user applications is the value derived from product functionality and ease of use.” (2007, p. 131). I learned that legal and ethical issues are so important when creating a web policy as well.

**Learn as a Learner**

I approached this assignment as a visual learner and with the plan of learning by doing. I looked at my district’s site and current web and AUP policies with a focus on improving its visual appeal and on incorporating teacher’s input. Collaborating with the district technology coordinator and other teachers, I was able to successfully create a new web policy and updated AUP for this assignment. This interaction with my colleagues helped me complete this assignment because I valued their input and learned about how useful they believed adding new elements would be. My colleagues and I agreed that creating new web policies and designing a new web site would set the tone for students to get more comfortable using the site to enhance their learning experiences. “Students maintain that schools should place priority on developing programs to teach keyboarding, computer, and Internet literacy skills” (Levin and Arafeh, 2002,).

**Lifelong Learning Skills**

This assignment taught me that an updated school website can be an important link to the parents and community members who have a vested interest in the school and its activities. Sometimes a school website is the first impression and interaction that the public has with a school district. Sometimes a school website can be used as a learning tool for students and can enhance their learning experiences. “Technology is only a wise investment if it changes something about the way students learn, opens new doors and possibilities, and/or helps engage them in their learning experiences” (Tschirgi, 2009, para. 17). As a lifelong learner, I would like to be a part of a committee that has input on the new design and creation of the district website, its web policy, and its AUP. As a member of this committee, I would be committed to keeping the site and its policies updated as it is a worthy investment in the district’s communication endeavors and its pursuit of using technology to enhance student learning.

References

Levin & Arafeh (2002). The digital disconnect. *Pew internet and american life*, v. 2. Retrieved from www.pewinternet.org

Solomon, G. & Schrum, L. (2007). *Web 2.0 new tools, new schools.* Washington, D.C.: International Society for Technology in Education.

Tschirgi, D. (nd). What is the sustainable classroom? *Educational Technology Support Center.* Retrieved from: http://www.esd112.org/edtech/sustainableclass.cfm